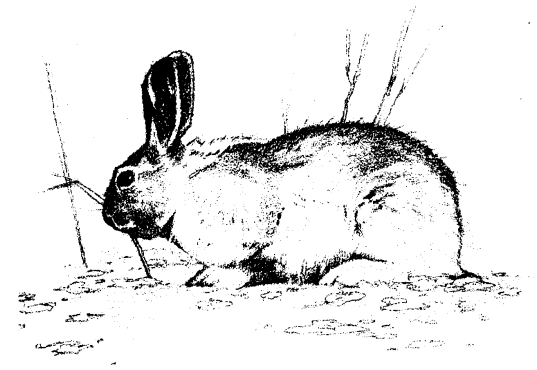
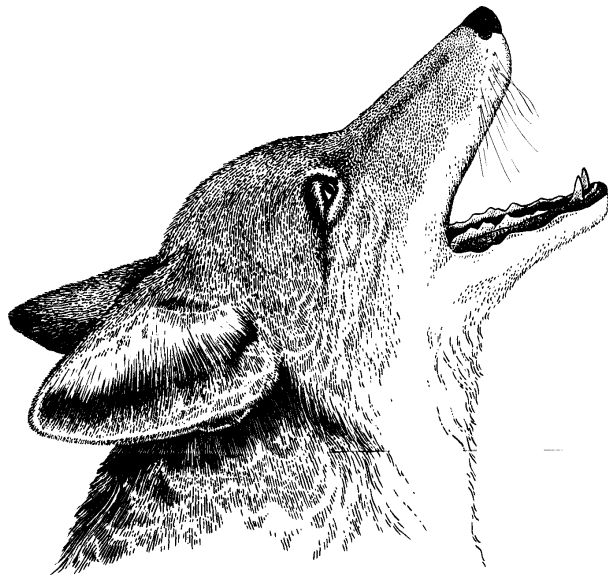


WILD Links/Visual and Performing Arts

Activity Title: WHAT'S WILD			Activity Guide Page #:2
Objective(s): Students will: 1) distinguish between wildlife and domesticated animals; and 2) recognize that wildlife occurs in a variety of forms.			
Overview: Students find and classify pictures of wild and domesticated animals, and construct collages.			
Subject Area(s): Science, Language Arts, Art			Grade Level(s): K-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 2. Experiment with art forms.	<u>Procedure #3</u> Students make two collages, one of wildlife and one of domesticated animals. <u>Extension #3</u> Make mobiles that show “layers” of animals – in the sea, on land and in the air.	
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #3</u> <u>Extension #3</u>	<ul style="list-style-type: none"> students create collages and /or mobiles to communicate meaning



WILD Links/Visual and Performing Arts

Activity Title: ANIMAL CHARADES			Activity Guide Page #: 4
Objective(s): Students will be able to define wildlife, as well as be able to distinguish between domesticated and non-domesticated animals.			
Overview: Students use "charades" to distinguish between wild and domesticated animals.			
Subject Area(s): Language Arts, Science, Drama			Grade Level(s): 4-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #3</u> Performing the charade.	<ul style="list-style-type: none"> each student needs to perform a charade to meet standard
	Middle Grades 5-8 8. Perform a variety of styles and types of music, dance, and theatre.	<u>Procedure #3</u> Performing the charade.	<ul style="list-style-type: none"> This activity emphasizes the theatre component of the performance indicator
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Secondary Grades 4. Create visual and/or performing art work that is used to influence and persuade and explain how the design accomplishes its purpose.	<u>Procedure #2</u> Student thinks of animal and how he/she is going to portray in charade.	<ul style="list-style-type: none"> Students need time to "create" the charade in their minds before performing The charades can also be done with aquatic animals- see page 186 of <u>Project Wild - Aquatic</u>

WILD Links/Visual and Performing Arts

Activity Title: ANTS ON A TWIG			Activity Guide Page #: 10
Objective(s): Students will: 1) identify similarities and differences in basic needs of ants and humans; and 2) generalize that humans and wildlife have similar basic needs.			
Overview: Students go outside to observe and demonstrate ant behavior.			
Subject Area(s): Science			Grade Level(s): 3-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 1. Develop personal expression in works in each of the visual (2-D and 3-D) and performing arts (music, theater, and dance).	<u>Procedure #3</u> The student should simulate ant behavior abased on their earlier observations. <u>Aquatic Extension</u> Many aquatic insects have fascinating means of locomotion.	<ul style="list-style-type: none"> physical dramatization of concepts – in this case, and behavior – is an excellent way to facilitate retention and concept understanding
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #3</u> <u>Aquatic Extension</u>	<ul style="list-style-type: none"> see above
	Middle Grades 5-8 2. Use the expressive qualities of the elements and principles of each art form to explore a variety of styles in their work.	<u>Procedure #3</u> <u>Aquatic Extension</u>	<ul style="list-style-type: none"> students are exploring theatre in this activity
	Middle Grades 5-8 8. Perform a variety of styles and types of music, dance, and theatre.	<u>Procedure #3</u> <u>Aquatic Extension</u>	<ul style="list-style-type: none"> this activity emphasizes the theatre component of this middle school performance indicator
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #3</u> <u>Aquatic Extension</u>	

WILD Links/Visual and Performing Arts

Activity Title: COLOR CRAZY			Activity Guide Page #: 12
Objective(s): Students will be able to generalize that wildlife occurs in a wide variety of colors.			
Overview: Students create representations of colorful wild animals.			
Subject Area(s): Science, Language Arts, Art			Grade Level(s): K-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #2</u> Students draw, paint, or construct a colorful creature selecting from a variety of media including: crayons, paint, chalk, construction paper, scissors and glue. <u>Procedure #3</u> Make a "Colorful Wildlife Gallery." <u>Evaluation #2</u> Create a model or picture of a colorful butterfly or moth and place it in the classroom. Explain how the colors you gave it will help it survive. Explain where in the classroom its chances for survival would probably be best.	<ul style="list-style-type: none"> allow each student time and plenty of supplies to create his/her original creation don't limit supplies
	Middle Grades 5-8 3. Discriminate among the qualities and characteristics of art media, techniques, and processes for the purposes of selecting appropriate media to communicate artistic ideas.	<u>Procedure #2</u> This is a "Make a Colorful Wild Animal" project! Get out brightly colored crayons, paint, chalk, construction paper, scissors, and glue. Other brightly colored materials would also be helpful. With these materials, ask the students to draw, paint, or construct a colorful creature- one that could be a real, wild animal. . . Have the students describe how the coloring on the animal they created would help it to survive. <u>Evaluation #2</u> Create a model or picture of a colorful butterfly or moth.	<ul style="list-style-type: none"> students can also create an aquatic animal – see page 187 in <u>Project Wild - Aquatic</u>
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Middle Grades 5-8 1. Articulate and justify personal perceptions of meaning in works of visual art, music, dance, and drama.	<u>Procedure #2</u> Have the students describe how the coloring on the animals they created would help it to survive.	<ul style="list-style-type: none"> Allow each student time to process and/or respond

Activity Title: WILDLIFE IS EVERYWHERE!

Activity Guide Page #: 20

Objective(s): Students will: 1) state that humans and wildlife share environments; and 2) generalize that wildlife is present in areas all over the earth.

Overview: Students search their environment for evidence of wildlife.

Subject Area(s): Science, Language Arts

Grade Level(s): K-3

Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Evaluation #3</u> Draw a picture of a place with many different animals living there. Explain your picture.	<ul style="list-style-type: none"> This activity follows students' observations of wildlife signs in their environment allow each student to come to share their pictures either orally or with written statements
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Evaluation #3</u> Draw a picture of a place with many different animals living there. Explain your picture.	<ul style="list-style-type: none"> This activity involves the students' drawing a picture to communicate meaning



WILD Links/Visual and Performing Arts

Activity Title: STORMY WEATHER			Activity Guide Page #: 26
Objective(s): Students will generalize that humans and wildlife share environments and experience some of the same natural phenomena.			
Overview: Students go on a simulated field trip to experience a storm.			
Subject Area(s): Language Arts, Science, Social Studies			Grade Level(s): 4-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Extension #1</u> Draw pictures of what you saw in your mind. <u>Extension #2</u> Pantomime the actions the animals took during the storm.	<ul style="list-style-type: none"> Because both extensions allow students to utilize creative expression, students could have choice of the two extensions
	Elementary Grades 3-4 1. Develop personal expression in works in each of the visual (2-D and 3-D) and performing arts (music, theater, and dance).	<u>Extension #1</u> <u>Extension #2</u>	
	Middle Grades 5-8 8. Perform a variety of styles and types of music, dance, and theatre.	<u>Extension #2</u> Pantomime the actions the animals took during the storm.	<ul style="list-style-type: none"> this activity involves the students meeting the theatre component of the performance indicator
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Extension #1</u> <u>Extension #2</u>	

WILD Links/Visual and Performing Arts

Activity Title: EVERYBODY NEEDS A HOME			Activity Guide Page #: 32
Objective(s): Students will be able to generalize that people and other animals share a basic need to have a home.			
Overview: Students draw pictures of homes and compare their needs with those of other animals.			
Subject Area(s): Science, Language Arts, Art			Grade Level(s): K-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Procedure #1</u> Students draw a picture of where they live. <u>Extension #1</u> Draw animals' homes. <u>Aquatic Extension</u> Draw the "homes" of some kinds of aquatic wildlife.	<ul style="list-style-type: none"> students should have a variety of art media to select from to do their drawing (i.e.: crayons, pencil. Markers, etc.)
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #1</u> <u>Extension #1</u> <u>Aquatic Extension</u> <u>Evaluation #2</u> Draw a picture of a suitable habitat for an animal.	

This rubric focuses on using the visual arts as the process for conveying science content information. This rubric is designed with the assumption that individual students will complete the drawings for evaluation. Students are encouraged to include exemplary drawings in individual performance portfolios.

4	Students <i>exceed</i> the standard if they include all the required information described for standard 3 below, and in addition, embellish the drawing or extend the concepts beyond what is required to produce a sophisticated, professional quality product in terms of presentation and content.
3	Students <i>meet</i> the standard if they draw two pictures. In one drawing they must depict a suitable habitat for a human and include evidence of four reasons why people need homes; and in the second drawing, they must depict a habitat for an animal, other than a human, and include evidence of four reasons why animals need homes. The features in the drawing must be clearly identifiable and realistic. The concepts of food, water, shelter, and space in a suitable arrangement must be present.
2	Students <i>partially address</i> the standard if they include two drawings, but only include, on average, 3 of the 4 concepts related to habitat, described in standard 3 above.
1	Students <i>do not meet</i> the standard if they complete less than 2 drawings, and depict less than 2 address 3 or fewer of the items above.

Activity Title: HABITRACKS			Activity Guide Page #: 36
Objective(s): Students will: 1) identify the basic components of habitat as food, water, shelter, and space in a suitable arrangement; and 2) generalize that these components of habitat are needed by all animals -- including people and wildlife.			
Overview: Students identify the components of habitat by using a map and exploring their school grounds.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 2-5
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Evaluation</u> Draw a picture of an animal in a suitable habitat.	<ul style="list-style-type: none"> All students should have opportunity to do this evaluation portion of the activity
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Evaluation</u> Draw a picture of an animal in a suitable habitat.	



WILD Links/Visual and Performing Arts

Activity Title: WHAT'S THAT, HABITAT?			Activity Guide Page #: 38
Objective(s): Students will: 1) identify their own basic needs for food, water, shelter, and space in a suitable arrangement and 2) generalize that wildlife and other animals have similar basic needs.			
Overview: Students draw pictures of people's and animal's homes, comparing basic needs.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 2-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Procedure #4</u> Students draw a picture of where they live, including pictures of where they find food, water, shelter and space. <u>Procedure #5</u> Students draw a picture of their animal in a place where it lives including food, water, shelter and space. <u>Aquatic Extension</u> Same as #5 but using an aquatic animal.	<ul style="list-style-type: none"> if the students have made drawings in “Everybody Needs a Home,” use the same drawings instead of making new ones Aquatic Extension: students may draw a picture of an aquatic animal and habitat (see page 193 of <u>Project Wild – Aquatic</u>)
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedures #4 and #5, Aquatic Extension:</u>	<ul style="list-style-type: none"> same as above

WILD Links/Visual and Performing Arts

Activity Title: MY KINGDOM FOR A SHELTER			Activity Guide Page #: 46
Objective(s): Students will be able to identify and describe the materials and techniques used by at least one wild animal to construct its shelter.			
Overview: Students create replicas of wildlife shelter.			
Subject Area(s): Science, Art			Grade Level(s): 5-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #4</u> Build facsimiles/models of each animal's shelter. If possible- build to scale – using materials from the environment. <u>Extension #1</u> Create a diorama.	<ul style="list-style-type: none"> to assure understanding, each student should have opportunity to participate in the planning and construction of the model
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #4 and Extension #1</u>	<ul style="list-style-type: none"> same as above

WILD Links/Visual and Performing Arts

Activity Title: WHAT'S FOR DINNER?			Activity Guide Page #: 48
Objective(s): Students will generalize that all animals, including people, depend on plants as a food source, either directly or indirectly.			
Overview: Students list and analyze sources of food.			
Subject Area(s): Science, Language Arts, Health			Grade Level(s): 3-7
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Extension #1</u> Create posters of the menus showing the food chains involved in each.	<ul style="list-style-type: none"> each student should do this activity to display understanding via a visual food chain
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Extension #1</u>	
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Extension #1</u>	<ul style="list-style-type: none"> this activity meets the self-evaluation portion of this secondary activity



WILD Links/Visual and Performing Arts

Activity Title: LITTER WE KNOW			Activity Guide Page #: 50
Objective(s): Student will: 1) Identify and evaluate ways that litter pollution can endanger wildlife; and 2) propose ways they can help eliminate these dangers.			
Overview: Students collect and evaluate litter, making collages.			
Subject Area(s): Social Studies, Language Art, Science, Art, Math			Grade Level(s): 4-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #3</u> Students make and display collages of items (litter) collected from their environment.	<ul style="list-style-type: none"> because students work in teams to complete this task, make sure each student has the opportunity to contribute to the design and construction of the collage
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #3</u>	<ul style="list-style-type: none"> same as above



WILD Links/Visual and Performing Arts

Activity Title: TRACKS!			Activity Guide Page #: 52
Objective(s): Students identify common animal tracks.			
Overview: Students make plaster casts of animal tracks.			
Subject Area(s): Science, Art			Grade Level(s): 4-7
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedures #4-11</u> Making plasters casts of animal tracks. <u>Evaluation #1</u> Draw and label tracks of animals common to your area.	<ul style="list-style-type: none"> because students are in small groups, working together, make sure each group member participates in some part of the plaster cast construction procedure
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedures #4-11, and Evaluation #1</u>	<ul style="list-style-type: none"> each student could do Evaluation #1

Activity Title: SPIDER WEB GEOMETRY			Activity Guide Page #: 58
Objective(s): Students will: 1) recognize spiders as wildlife; and 2) generalize that people and wildlife share environments.			
Overview: Students research the spider of their choice, and then construct a replica of the spider's web, applying principles of geometry.			
Subject Area(s): Math, Science, Language Arts, Art			Grade Level(s):10-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #3</u> Design a replica of the spider's web using recognizable geometric shapes. <u>Procedure #4</u> Students make the web – should be constructed to scale.	<ul style="list-style-type: none"> all students will need adequate supplies and time to complete this task this activity addresses students meeting the technical skill and problem-solving skills portion of the performance indicator



WILD Links/Visual and Performing Arts

Activity Title: LEARNING TO LOOK, LOOKING TO SEE			Activity Guide Page #: 62
Objective(s): Students will: 1) describe differences seen in their environment as a result of casual and detailed observation; and 2) give reasons for the importance for looking closely at any environment.			
Overview: Students list what they remember seeing in a familiar environment, check their accuracy, and discuss the results, and then apply their experiences and new skills to an unfamiliar outdoor setting.			
Subject Area(s): Language Arts, Science, Social Studies, Art			Grade Level(s): K-8
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Aquatic Extension</u> Draw a picture showing as much detail as possible of the water and its immediate environment. Take the drawing to the spot to compare and add to it.	<ul style="list-style-type: none"> visiting the spot that was drawn should be done as soon as possible after the drawing is completed to verify the accuracy of the drawing
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Aquatic Extension</u>	<ul style="list-style-type: none"> same as above

WILD Links/Visual and Performing Arts

Activity Title: MUSEUM SEARCH FOR WILDLIFE			Activity Guide Page #: 72
Objective(s): Students will: 1) identify wildlife portrayed in art form; and 2) generalize that wildlife has sufficient aesthetic and spiritual value to inspire art.			
Overview: Students visit a museum, nature center or other source of artifacts -- or they use reference books -- to find examples of how wildlife is presented in cultural art forms.			
Subject Area(s): Social Studies, Language Arts, Art			Grade Level(s): 3-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Extension #1</u> Portray wildlife in an art form of your choice. <u>Extension #2</u> Make your own wildlife are museum in the classroom.	<ul style="list-style-type: none"> students could use are work from Extension #1 to complete Extension #2
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Extension #1 and #2</u> Same as above.	<ul style="list-style-type: none"> same as above
Visual and Performing Arts B. Cultural Heritage Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.	Elementary Grades Pre-K-2 2. Recognize common subjects and central ideas in works from different cultures.	<u>Procedure #3</u> Discuss different kinds of art that people have created throughout human history. <u>Procedure #4</u> Museum, students find examples of wildlife represented in art; students identify art form. <u>Procedure #5</u> Identify which kinds of art seem to include the most wildlife images. Talk about the ways artists portrayed wildlife. Talk about ways wildlife was portrayed during different historical periods. Compare how an animal (i.e.: deer) might look in different art works.	<ul style="list-style-type: none"> procedure #3 is done prior to museum visit during the follow-up discussion in Procedure #5, allow each student time to process each question about the art that they viewed
	Elementary Grades 3-4 4. Compare the characteristics of works in two or more visual and performing art forms that share a similar subject matter, historical period, or cultural context.	<u>Procedures #3-#5</u>	<ul style="list-style-type: none"> same as above
	Middle Grades 5-8 4. Compare the characteristics and purposes of works, in two or more arts	<u>Procedures #3-#5</u>	<ul style="list-style-type: none"> same as above

WILD Links/Visual and Performing Arts

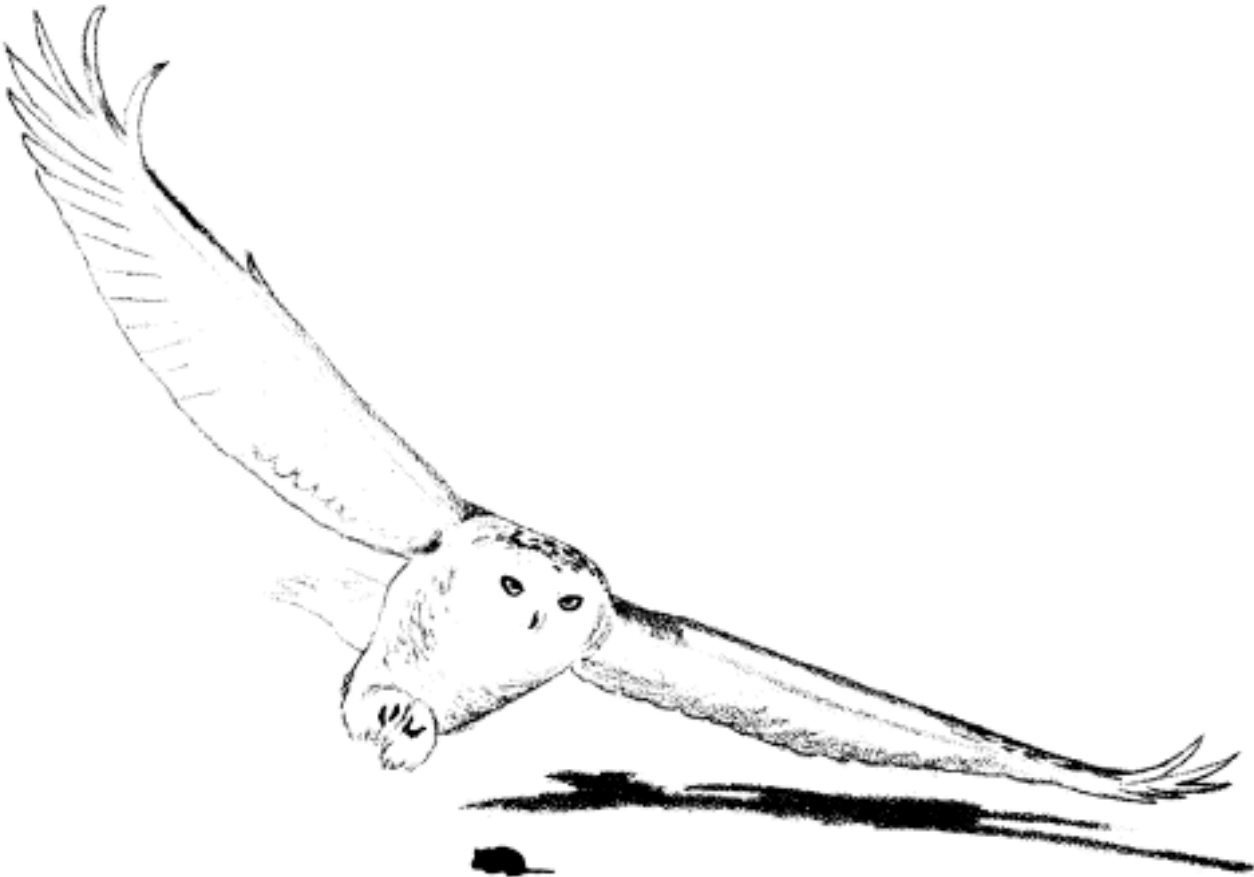
	forms, that share similar subject matter, historical periods, ethics, or cultural context.		
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Elementary Grades 3-4 4. Explore and analyze content and styles in various art forms.	<u>Procedure #5</u> Discuss the various ways artists portrayed wildlife. Discuss relationships between people and wildlife during different periods.	<ul style="list-style-type: none"> for all students to learn, this activity should allow opportunity for each student to respond
	Elementary Grades 3-4 5. Use knowledge of the elements and principles of each art form to express opinions of the meaning of works.	<u>Procedure #5</u> Discuss the various ways artists portrayed wildlife. Discuss relationships between people and wildlife during different periods.	<ul style="list-style-type: none"> for all students to learn, this activity should allow opportunity for each student to respond
	Middle Grades 5-8 1. Articulate and justify personal perceptions of meaning in works of visual art, music, dance, and drama.	<u>Evaluation</u> Suppose you are an artist in the group and you want to express your opinion about the importance of plants and animals. As an artist, how would you present your case? <u>Procedure #5</u> Talk about the student's favorite ways that artists portrayed wildlife.	<ul style="list-style-type: none"> for all students to learn, this activity should allow opportunity for each student to respond
	Middle Grades 5-8 6. Critique their own work and the work of others based upon an aesthetic criterion.	<u>Procedure #6</u> Students generalize that wildlife can serve as an inspiration and has an aesthetic value.	

WILD Links/Visual and Performing Arts

Activity Title: LET'S GO FLY A KITE			Activity Guide Page #: 74
Objective(s): Students will: be able to recognize that wildlife has value as an inspiration for art.			
Overview: Students design, make and fly kites.			
Subject Area(s): Math, Science, Art			Grade Level(s): 4-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #4 & #5</u> Students design and build the kites. <u>Aquatic Extension</u> Make a fish kite.	<ul style="list-style-type: none"> students begin designing the kite in class then finish outside of class (give them two days) build the kites, in class, about two days later
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Elementary Grades 3-4 4. Explore and analyze content and styles in various art forms.	<u>Procedure #2</u> Ask students for examples of different kinds of art where wildlife has been an inspiration. <u>Evaluation #2</u> Find something, other than a kite, that was inspired by wildlife. Explain how the items creator might have been inspired by wildlife.	
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedures #4& #5</u> Students design and build the kites. <u>Aquatic Extension</u> Make a fish kite.	<ul style="list-style-type: none"> students will need to work in class and outside of class to complete this activity
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedures #4& #5</u>	
Visual and Performing Arts	Middle Grades 5-8	<u>Evaluation #2</u>	<ul style="list-style-type: none"> addresses the visual art

WILD Links/Visual and Performing Arts

C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	1. Articulate and justify personal perceptions of meaning in works of visual art, music, dance, and drama.	Find something other than a kite that was inspired by wildlife. Explain how the item's creation might have been inspired by wildlife.	portion of performance indicator: #1 for standard, C – Criticism and Aesthetics <ul style="list-style-type: none">each student to write an explanation in a journal or notebook
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WILD Links/Visual and Performing Arts

Activity Title: MAKE A COAT!			Activity Guide Page #: 82
Objective(s): Students will: 1) identify that some historical and present day sources of clothing are plants and animals; 2) collect and analyze data to infer the sources of most materials used in clothing today; and 3) distinguish between some examples of renewable and non-renewable natural resources.			
Overview: Students make replicas of coats using different materials and representing varying historical periods.			
Subject Area(s): Social Studies, Art, Language Arts, Home Economics, Math			Grade Level(s): K-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 2. Experiment with art forms.	<u>Evaluation #1</u> Draw pictures to show how American Indians and early pioneers made clothing.	
	Elementary Grades Pre-K-2 4. Recognize the functions and the expressive qualities of the elements and principles of each art form (visual art, music, dance, drama) and incorporate them into their own creative works.	<u>Procedure #3</u> Have each group make a coat.	<ul style="list-style-type: none"> because students are in groups make sure each member has opportunity to participate in the coat's construction

WILD Links/Visual and Performing Arts

Activity Title: DRAWING ON NATURE			Activity Guide Page #: 86
Objective(s): Students will: generalize that wildlife and other animals are important inspiration for art and science.			
Overview: Students use techniques of observation and visualization to record wildlife by drawing.			
Subject Area(s): Science, Art, Social Studies, Language Art			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #5</u> Students find an animal to watch closely; reconstruct animal in mind. Then try to draw an outline of animal first followed by filling in the body parts.	<ul style="list-style-type: none"> drawings may remain a pencil sketch or students may use a felt tip pen for a pencil – and – ink impression or use chalks/crayons to add color
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #5</u>	
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #5</u>	<ul style="list-style-type: none"> May do drawings of aquatic wildlife and habitat – refer to page 187 of <u>Project Wild – Aquatic</u>
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Middle Grades 5-8 1. Articulate and justify personal perceptions of meaning in works of visual art, music, dance, and drama.	<u>Evaluation</u> Suppose you are an artist and you want to express your opinion about preserving plants and animals. What will you say?	

Photos Keep It Happening/Drawing on Nature

A local high school art class took a field trip to the Maine Wildlife Park in Gray. Equipped with disposable 24-shot cameras, each student was assigned the task of observing, for one hour, one of the 25 different species of native wildlife on exhibit at the Park. Students were challenged to try and photograph as many different behaviors of their animals as possible: sleeping, eating, scratching, stretching, interacting with other animals in the exhibit or with people watching them, climbing, rolling, camouflage, etc. While they took the photographs, they kept a journal and tried to interpret the animals' behaviors while sketching some simple pencil drawings. When the photos were developed, students created collages of the photos, sketches and behavior interpretations.

WILD Links/Visual and Performing Arts

Activity Title: PHOTOS KEEP IT HAPPENING !			Activity Guide Page #: 88
Objective(s): Students will: be able to interpret the importance of wildlife as an inspiration for art.			
Overview: Students create photos or other visual studies of wild or domesticated animals, symbolic of their historical and contemporary influence on human cultures.			
Subject Area(s): Social Studies, Art, Science			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #2</u> Take photographs that show the chosen wild animal.	<ul style="list-style-type: none"> the live animal does not actually need to be photographed (i.e.: students studying lions might photograph a motel with a lion on it)
	Elementary Grades 3-4 2. Apply previously learned principles to perform, create, revise, and/or refine works.	<u>Procedure #3</u> Recommend that the students aim for a series – five photos, for example – of images of the wildlife, representing various aspects of the animal and its historical or contemporary influence on human culture.	
Visual and Performing Arts B. Cultural Heritage Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.	Middle Grades 5-8 2. Compare and contrast the characteristics and purposes of the arts from various cultures, historical periods, and social groups.	<u>Procedure #3</u> Students take a series of photos representing various aspects of the animal and its historical or contemporary influence on human culture.	
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Middle Grades 5-8 1. Articulate and justify personal perceptions of meaning in works of visual art, music, dance, and drama.	<u>Procedure #4</u> Students describe their techniques and experiences including their feelings of the importance of wildlife as an inspiration for art.	<ul style="list-style-type: none"> for all students to reflect upon their work, allow a way for students to individually express their thoughts (i.e.: journal)

WILD Links/Visual and Performing Arts

Activity Title: WILD EDIBLE PLANTS			Activity Guide Page #: 90
Objective(s): Students will: 1) identify at least one native edible plant; and 2) describe the relationship between wild plants and contemporary cultivated plants; that is, that all cultivated plants originally developed from a wild source.			
Overview: Students create a local seasonal calendar identifying native edible plants and their uses.			
Subject Area(s): Social Studies, Science, Environmental Problems, Language Arts, Art, Home Economics			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #1</u> Students make a poster-size seasonal calendar.	
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #3</u> Students sketch and label plants on calendar.	<ul style="list-style-type: none"> if students work in small groups make sure each member gets an opportunity to make part of the calendar
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Extension #1</u> Prepare a "Wild Edible Plants" book for your area.	



Wild Edible Plants



Activity Title: WHAT BEAR GOES WHERE?

Activity Guide Page #: 98

Objective(s): Students will: 1) identify three species of bears and their habitats; and 2) generalize that animals are adapted in order to live where they do.

Overview: Students construct posters of three different bear habitats.

Subject Area(s): Science, Art

Grade Level(s): K-3

Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 2. Experiment with art forms.	<u>Procedure #5</u> Each group draws and cuts out elements of their bear's habitat.	<ul style="list-style-type: none"> because these are designed as group activities make sure all students have opportunity to participate
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Aquatic Extension #1</u> Look at pictures of three different kinds of fish. Draw picture of each fish in a habitat where you think it would live. <u>Extension #3</u> Make a classroom bulletin board that shows "What Fish Goes Where?" Include a picture of the appropriate habitat along with picture of fish.	

What Bear Goes Where?

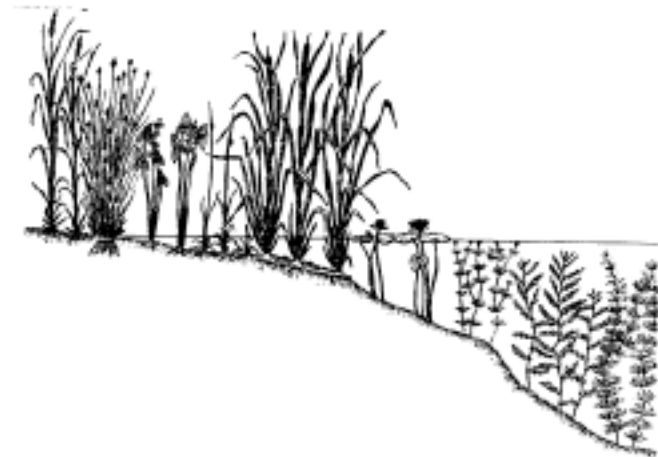
A second grade Montessori class used this activity to kick off a unit on Bears of the World. After completing murals portraying the habits and habitats of polar, grizzly and black bears, students went to the Internet to find out about bears of the world, finding there are only eight bear species world wide! Others include the Asiatic black bear, giant panda, sloth bear, sun bear, and spectacled bear. Many of the world's bear populations are in trouble, due to loss of habitat, poaching, and live capture for zoos. Students used globes, world maps, reference materials and more to investigate bears around world. At the end of the unit, teams that had investigated each bear species gave reports about their bear species to the rest of the class. The teams' final challenge was to develop a 'Bear Cheer' that would promote and convey important information about their bear! There was a 'Let's Hear a Cheer' for Bears rally on the final day of the unit.

WILD Links/Visual and Performing Arts

Activity Title: FOREST IN A JAR			Activity Guide Page #: 108
Objective(s): Students will: 1) observe and describe succession; and 2) summarize that they have learned about how environments can change.			
Overview: Students conduct an experiment using soil, water, seeds, a plant and a jar; and then draw a poster to represent their observations and findings.			
Subject Area(s): Science			Grade Level(s): K-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Procedure #6</u> Each student makes a poster, drawing or other visual representation of what they say happen to their “pond.”	<ul style="list-style-type: none"> supply a variety of art media (pencils, markers, crayons, etc. to complete the visual piece
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #6</u> Same as above.	

WILD Links/Visual and Performing Arts

Activity Title: POND SUCCESSION		Activity Guide Page #: 110	
Objective(s): Students will: 1) recognize that natural environments are involved in a process of continual change; 2) discuss the concept of succession; 3) describe succession as an example of the process of change in natural environments; and 4) apply understanding of the concept of succession by drawing a series of pictures showing stages of pond succession.			
Overview: Students create murals showing three major stages of pond succession.			
Subject Area(s): Science, Social Studies		Grade Level(s): 4-9	
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedures #5-#7</u> Students create murals of pond succession over three separate time periods.	<ul style="list-style-type: none">make sure each group member has opportunity to participate in the mural creation
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedures #5-#7</u> Students create murals of pond succession over three separate time periods.	
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Evaluation #1</u> Draw a picture, with explanations, to show stages of pond succession.	



WILD Links/Visual and Performing Arts

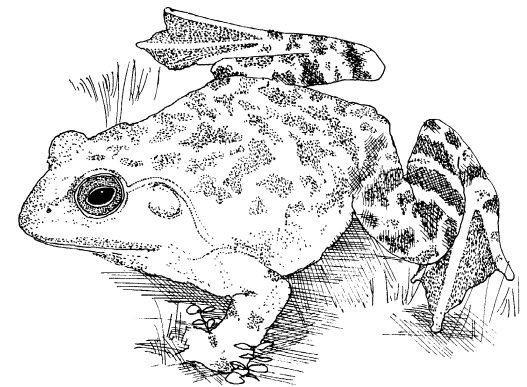
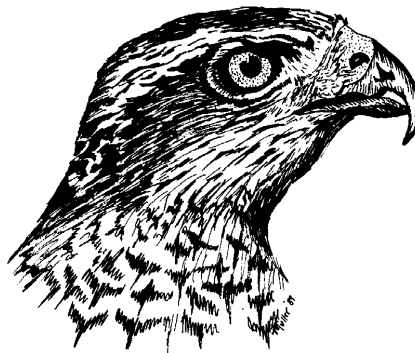
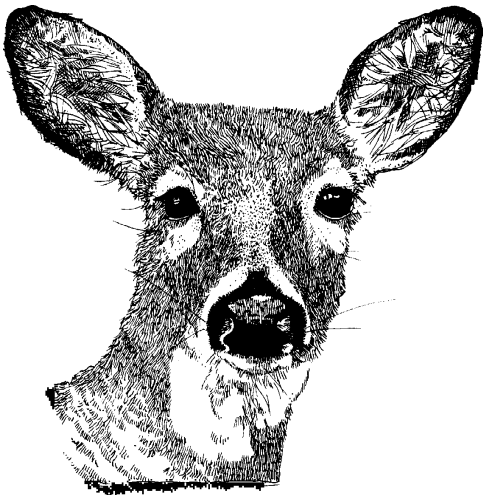
<i>Activity Title:</i> THE THICKET GAME			Activity Guide Page #: 112
Objective(s): Students will: 1) define adaptations in animals; and 2) generalize that all animals are adapted to survive.			
Overview: Students become "predator" and "prey" in a version of "hide and seek."			
Subject Area(s): Science, Physical Education, Language Arts			Grade Level(s): K-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Evaluation #2</u> Create a play or skit that shows how both predators and prey are adapted to survive.	<ul style="list-style-type: none"> to assure understanding, each student could create play or skit (written) and perform; or a team of students could perform one or more of the creations

WILD Links/Visual and Performing Arts

Activity Title: ADAPTATION ARTISTRY			Activity Guide Page #: 114
Objective(s): Students will: 1) identify and describe the advantages of bird adaptations; and 2) evaluate the importance of adaptations to birds.			
Overview: Students design and create imaginary birds, and write reports including descriptions of the birds' adaptations.			
Subject Area(s): Science, Art, Language Arts			Grade Level(s): 4-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #4</u> Using their list of adaptations, each student will create his or her own original bird.	<ul style="list-style-type: none"> Because students are able to create their own original bird, adequate supplies and plenty of time for the creation are important.
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #4</u>	
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #4</u>	

WILD Links/Visual and Performing Arts

Activity Title: SEEING IS BELIEVING, or THE EYES HAVE IT!			Activity Guide Page #: 116
Objective(s): Students will: identify different kinds of vision as an example of adaptation in animals.			
Overview: Students use kaleidoscopes, binoculars, or telescopes, and fish-eye mirrors; imagine what animals might have such vision; and make posters showing animals that do have such vision.			
Subject Area(s): Science, Language Arts, Art			Grade Level(s): K-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Procedure #4</u> Students work in groups to make posters from cut out magazine pictures, to show the kinds of animals that have that particular kind of vision.	<ul style="list-style-type: none"> Because students are working in groups, make sure each group member has an opportunity to help with creation of the poster
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Extension #2</u> Make eyeglasses and – by drawing or cutting out magazine photos – show the colors, shapes or patterns of an animal's eye. Or create a collage showing what that animal's view would be.	



WILD Links/Visual and Performing Arts

Activity Title: SURPRISE TERRARIUM			Activity Guide Page #: 118
Objective(s): Students will: 1) identify camouflage as an example of an adaptation in an animal; and 2) describe the importance of adaptation to animals.			
Overview: Students observe a live animal that uses camouflage techniques.			
Subject Area(s): Science, Language Arts			Grade Level(s): K-3
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Evaluation #2</u> Pick a photograph of one kind of habitat from a selection of images provided by the teacher. Draw an animal that would be camouflaged in that habitat.	<ul style="list-style-type: none"> Supply a variety of art media (pencils, crayons, markers, etc.) for students to select from to complete their drawing

Activity Title: POLAR BEARS IN PHOENIX?!			Activity Guide Page #: 120
Objective(s): Students will: identify problems for animals moved from its natural environment to captivity.			
Overview: Students design and draw a zoo enclosure for the survival of a polar bear in a hot, arid climate.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 2-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Procedure #3</u> Students use large piece of paper and crayons to design and create their own zoo enclosure for a polar bear being moved from natural habitat to the desert environment in Phoenix, AZ.	
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #3</u> Same as above.	

WILD Links/Visual and Performing Arts

Activity Title: VISUAL VOCABULARY			Activity Guide Page #: 138
Objective(s): Students will: interpret and identify ecological concepts.			
Overview: Students review vocabulary through the use of pantomime.			
Subject Area(s): Science, Language Arts, Drama			Grade Level(s): 4-7
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #3</u> Students draw a word out of a container to mime and prepare their mimes. <u>Procedure #4</u> Groups of students mime their word to the class.	<ul style="list-style-type: none"> Since this activity requires students to work in groups, not every student will have the opportunity to mime, but each group member could contribute to the mime preparation
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self- evaluation (problem-solving skills).	<u>Procedures #3 and #4</u>	

WILD Links/Visual and Performing Arts

Activity Title: TIME LAPSE			Activity Guide Page #: 156
Objective(s): Students will: describe and illustrate concepts of variations, change or adaption in ecosystems.			
Overview: Students prepare and present a visual interpretation of a concept.			
Subject Area(s): Science, Art, Photography, Drama, Language Arts			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #2</u> Students select a concept to portray visually.	<ul style="list-style-type: none"> there are many ways for students to portray their concepts visually
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Extension</u> Isolate five physical actions that could be used to demonstrate a concept and demonstrate for the class.	<ul style="list-style-type: none"> Materials to include photographic equipment and other visual medium

WILD Links/Visual and Performing Arts

Activity Title: WHO FITS HERE?			Activity Guide Page #: 160
Objective(s): Students will: 1) identify characteristic life forms in ecosystems; 2) match appropriate life forms to ecosystems; and 3) generalize that each ecosystem has characteristic life forms, adapted to live there.			
Overview: Students play an identification game using posters and cards.			
Subject Area(s):Science, Language Arts			Grade Level(s):7-9
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #3</u> Ask each student group to make a poster showing the characteristic vegetation, terrain, etc. , in the ecosystem they are studying . Posters of each ecosystem can be made with crayons and paints or magazine cut-outs.	<ul style="list-style-type: none">because students are working in groups, make sure each group member participates in the design and construction of the poster
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #3</u>	



WILD Links/Visual and Performing Arts

Activity Title: HERE TODAY GONE TOMORROW			Activity Guide Page #: 170
Objective: Students will: be able to 1) Identify and describe some causes for extinction of animal species; 2) Define "threatened", "rare", and "endangered" as applied to wildlife; 3) Name threatened and endangered animals living in their area.			
Overview: Students become familiar with classification of animals, conduct research, and make a master list of threatened and endangered animals locally and/or nationally, including factors affecting the animals' condition.			
Subject Area(s): Science, Language Arts, Social Studies			Grade Level(s): 5-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Extension #1</u> Make a poster display showing the principle reasons for endangerment and the animals that are endangered in those ways. Poster displays could be made separately for both state and federally endangered species. <u>Extension #2</u> Have a school-wide contest in which students create posters honoring endangered species – from plants to wildlife.	<ul style="list-style-type: none"> supply students with a variety of art media to complete poster
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Extensions #1 and #2</u>	

WILD Links/Visual and Performing Arts

Activity Title: WHO LIVES HERE		Activity Guide Page #: 174	
Objective: Students will: 1) identify some native and non-native animal inhabitants of their area and of the United States; and 2) give some examples of effects of introducing animal species to an area where they were not originally found.			
Overview: Students research and write reports about native and introduced animal species and conduct a class "quiz" and discussion.			
Subject Area(s): Language Arts, Science, Social Studies		Grade Level(s): 4-9	
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Evaluation #5</u> Make a visual illustration to convey some of the possible effects of introducing non-native species into a habitat; show “before” and “after”; provide examples to explain your illustration.	<ul style="list-style-type: none">supply students with a variety of art media to select from when making their visual illustration
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Evaluation #5</u>	

Activity Title: PLANTING ANIMALS

Activity Guide Page #: 176

Objective: Students will: 1) describe reasons for "transplanting" animals; and 2) identify one animal that has been transplanted in their own state or province.

Overview: Students write a letter to state or provincial wildlife agency for information and make dioramas of transplanted animals in new habitats.

Subject Area(s): Language Arts, Science, Art

Grade Level(s): 4-9

Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Extensions #1</u> Make a diorama of the animal in its new "transplanted" habitat. Cut out magazine pictures of the animals and its habitat elements to prop up in the diorama. Natural materials may also be used to create a landscape.	<ul style="list-style-type: none"> the task can be done by the class as a whole group or in small groups; either way each student will need to actively participate to meet standard
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self- evaluation (problem-solving skills).	<u>Extension #1</u>	



WILD Links/Visual and Performing Arts

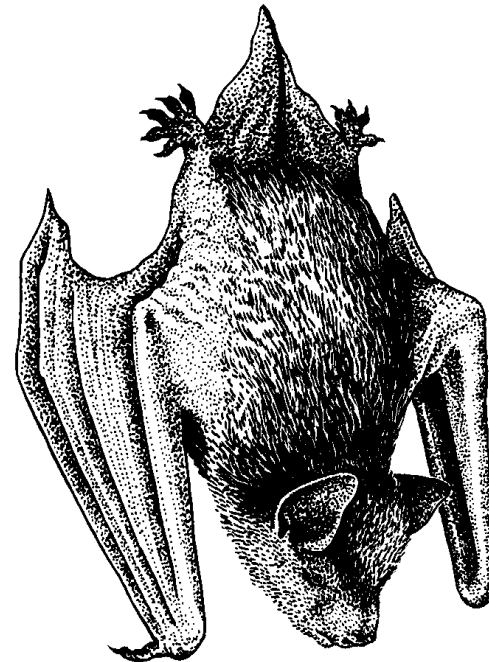
Activity Title: SMOKEY BEAR SAID WHAT?			Activity Guide Page #: 178
Objective: Students will: 1) identify positive and negative consequences of forest and grassland fires; and 2) describe some of the changes fire can make in ecosystems.			
Overview: Students brainstorm positive and negative effects of forest and grassland fires; conduct research; and create murals showing changes from the fire in forest and grassland ecosystems.			
Subject Area(s): Science, Social Studies, Art, Language Arts (research)			Grade Level(s): 4-6
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #4</u> Students make two murals – one for a forested area and one of grasslands; each mural should portray changes before to during and after a fire. <u>Extension #1</u> Design and make Smokey Bear Coloring Books for primary – age students in the school.	<ul style="list-style-type: none"> because this activity specifies students working in a group., make sure each student has a role in the mural's creation
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #4 and Extension #1</u>	

WILD Links/Visual and Performing Arts

<i>Activity Title:</i> HISTORY OF WILDLIFE MANAGEMENT			Activity Guide Page #: 216
Objective: Students will: be able to: 1) define wildlife management; and 2) describe major trends in wildlife management philosophies and practices.			
Overview: Students generate questions and contact agencies and organizations involved in wildlife management for information.			
Subject Area(s): Social Studies, Language Arts, Career Education, Vocational Agriculture, Science, Environmental Problems			Grade Level(s): 7-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Extension #3</u> Create a visual interpretation of apparent trends in wildlife management.	<ul style="list-style-type: none"> Supply students with a variety of are media to complete their visual interpretation

WILD Links/Visual and Performing Arts

Activity Title: FIRST IMPRESSIONS			Activity Guide Page #: 224
Objective(s): Students will: be able to: 1) distinguish between reactions to an animal based on myth or stereotype and those based on accurate information; and 2) recognize the value of animals' contributions to ecosystems-- even those that people sometimes respond to with fear.			
Overview: Students react to a variety of photos as a beginning to study of contributions of a range of animals.			
Subject Area(s): Science, Language Arts			Grade Level(s):K-6
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades Pre-K-2 10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	<u>Extension #2</u> Draw a picture of a “favorite” animal and one of a “scary” animal.	<ul style="list-style-type: none"> supply students with a variety of art media to select from to draw a picture
	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Extension #2</u> Draw a picture of a “favorite” animal and one of a “scary” animal.	



WILD Links/Visual and Performing Arts

Activity Title: CARTOONS AND BUMPER STICKERS			Activity Guide Page #: 230
Objective(s): Students will: 1) identify cartoons and bumper stickers that are designed to make a statement about some issue affecting natural resources and the environment; and 2) describe the influence of humor as a means of conveying information about such issues.			
Overview: Students find, analyze and discuss cartoons and/or bumper stickers.			
Subject Area(s): Language Arts (Communication, Composition), Social Studies			Grade Level(s): 6-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Extension #1</u> Make your own cartoons and/or bumper stickers inspired by some natural resource or environmental issue.	<ul style="list-style-type: none"> because all students may not have access to newspapers, magazines, or bumper stickers; collect some in the classroom prior to this activity
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Middle Grades 5-8 1. Articulate and justify personal perceptions of meaning in works of visual art, music, dance, and drama.	<u>Procedure #2</u> Post cartoons or bumper stickers and look at them to address questions: What influence, if any, do you think these will have? Who will they influence?	
	Secondary Grades 3. Analyze, interpret, and evaluate subtle and complex meaning in visual and/or performing arts intended to persuade and influence (as in electronic media, theater, commercial, and political advertising).	<u>Procedure #3</u> Students summarize their views of the effectiveness and appropriateness of media use, such as cartoons and bumper stickers, to influence.	
	Secondary Grades 4. Create visual and/or performing art work that is used to influence and persuade and explain how the design accomplishes its purpose.	<u>Extension #1</u> <u>Aquatic Extension #1</u> Create at least five bumper stickers of cartoons focused on important issues related to aquatic wildlife and habitat.	<ul style="list-style-type: none"> students may complete this activity with aquatic animals; refer to page 187 of <u>Project Wild – Aquatic</u>

WILD Links/Visual and Performing Arts

Activity Title: DOES WILDLIFE SELL CIGARETTES?			Activity Guide Page #: 232
Objective(s): Students will: 1) identify use of wildlife and other natural images in advertising; 2) critically analyze and evaluate the purposes and impacts of using such images in advertising; and 3) recommend appropriate uses of such nature-derived images in advertising.			
Overview: Students evaluate and categorize advertisements.			
Subject Area(s): Language Arts, (Communication, Media, Semantics), Social Studies, Business Education			Grade Level(s): 6-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Extension #3</u> Design advertisements to encourage wise use of natural resources and responsible actions toward people, wildlife and the environment.	

WILD Links/Visual and Performing Arts

Activity Title: THE POWER OF A SONG			Activity Guide Page #: 234
Objective(s): Students will: 1) analyze popular music for environmental messages; and 2) interpret some influences of popular music and other art forms on people's environmental attitudes.			
Overview: Students listen to songs and analyze lyrics.			
Subject Area(s): Language Arts, Music, Social Studies			Grade Level(s): 6-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Extension #1</u> Invent your own environmental song.	
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Secondary Grades 3. Analyze, interpret, and evaluate subtle and complex meaning in visual and/or performing arts intended to persuade and influence (as in electronic media, theater, commercial, and political advertising).	<u>Procedure #3</u> Students listen to lyrics of songs with environmental messages to identify the particular issues being written about in the songs.	<ul style="list-style-type: none"> to ensure that all students have an opportunity to evaluate the song(s), play song(s) more than one time – perhaps have students record their interpretation in a journal
	Middle Grades 5-8 5. Evaluate work, from their own and other cultures and historical periods, that uses arts elements and principles to persuade and influence.	<u>Extension #3</u> Review music videos that have environmental themes.	

WILD Links/Visual and Performing Arts

Activity Title: WILDLIFE IN NATIONAL SYMBOLS			Activity Guide Page #: 238
Objective(s): Students will: 1) identify wildlife used in national symbols; and 2) hypothesize reasons wildlife are used in national symbols.			
Overview: Students research national symbols and make posters to depict their findings.			
Subject Area(s): Social Studies, World Geography, World History, Anthropology, Government, Art, Science			Grade Level(s): 4-9
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #3</u> Have the student or group make a poster depicting findings; (data about plants and animals in a selected country.)	<ul style="list-style-type: none"> if the poster is done as a group, make sure all members help with the design and construction of the poster
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Evaluation</u> Make a flag for a mythical country somewhere in the world – use wildlife in the flag.	
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).		



WILD Links/Visual and Performing Arts

Activity Title: MIGRATION BARRIERS			Activity Guide Page #: 262
Objective(s): Students will: 1) define migration as it relates to wildlife; 2) describe possible impacts on wildlife migration patterns as a result of human activities; 3) give an example of the importance of land-use planning as it effects people, wildlife and the environment.			
Overview: Students draw murals showing deer migration routes and the consequences of development of a highway through the area.			
Subject Area(s): Social Studies, Science			Grade Level(s): 4-6
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #1</u> Students (in small groups) draw a mural of a deer habitat (or habitat for another land animal in your area) that includes a variety of environments.	<ul style="list-style-type: none"> since students are working in small groups to complete this activity, make sure each group member is able to contribute to the mural
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #1</u>	

WILD Links/Visual and Performing Arts

<i>Activity Title:</i> PLANNING FOR PEOPLE AND WILDLIFE			
Objective(s): Students will: 1) describe considerations that are important in land-use planning for cities and other communities of people; 2) identify means by which negative impact on wildlife and other elements of the natural environment can be reduced in developing cities; and 3) describe actions that can be taken in some contemporary cities to enhance them as places in which both people and some wildlife can live.			
Overview: Students imagine and research what the area in which they live was like before a community was developed; design planned communities; and build and evaluate models of their community designs.			
Subject Area(s): Social Studies, Art, Science		Grade Level(s): 4-12	
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Elementary Grades 3-4 4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	<u>Procedure #6</u> Students build a model of their community that they previously designed.	<ul style="list-style-type: none"> because students are in groups make sure each member has the opportunity to design and build the model
	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #6</u>	
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #6</u>	
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Middle Grades 5-8 6. Critique their own work and the work of others based upon an aesthetic criterion.	<u>Procedure #7</u> Once the designs are finished, have a “design show” with each group explaining the design features of their own community.	<ul style="list-style-type: none"> each group member should have opportunity to explain a significant feature of their community model
	Secondary Grades 4. Create visual and/or performing art work that is used to influence and persuade and explain how the design accomplishes its purpose.	<u>Procedure #7</u>	

WILD Links/Visual and Performing Arts

Activity Title: ETHI-THINKING			Activity Guide Page #: 290
Objective(s): Students will: 1) generate a list of activities done outside that are harmful to wildlife and the environment; 2) discuss reasons these activities are inappropriate; and 3) recommend alternative activities that are not harmful.			
Overview: Students list activities that might be harmful to wild plants and animals and use photos or drawings to picture, discuss, interpret and evaluate these activities.			
Subject Area(s): Social Studies, Science, Art, Language Arts			Grade Level(s): K-8
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #2</u> Students dramatize the situations (activities people do that seem harmful to wild plants and animals.)	<ul style="list-style-type: none"> addresses the (theatre) performance arts portion of this secondary and middle school performance indicator for standard A
	Middle Grades 5-8 8. Perform a variety of styles and types of music, dance, and theatre.	<u>Procedure #2</u>	
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Middle Grades 5-8 1. Articulate and justify personal perceptions of meaning in works of visual art, music, dance, and drama.	<u>Extension #1</u> Ask students to draw pictures of things they know about or have seen happen, hat would hurt wild plants and animals. Ask them to describe what is happening in their drawing and what could happen instead that would not be harmful.	



WILD Links/Visual and Performing Arts

Activity Title: FLIP THE SWITCH FOR WILDLIFE			Activity Guide Page #: 308
Objective(s): Students will: 1) trace the route of electrical energy from source to use; 2) describe impacts on wildlife and the environment derived from various kinds of energy development and uses; and 3) evaluate the impact on wildlife and the environment as a result of their own energy-use practices.			
Overview: Students illustrate the route of energy from its sources to human use, including environmental impacts along its path, and then invent and try ways to make beneficial impacts on wildlife through their personal energy-use practices.			
Subject Area(s): Science, Social Studies, Language Arts			Grade Level(s): 5-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Extension #1</u> Create a large mural on butcher paper of a natural area complete with wildlife, trees, mountains, rivers, etc.; but no human development. Next, draw pictures or activities and facilities (with one picture for each item) that would occur if much needed energy source were discovered in that area.	<ul style="list-style-type: none"> since students are working in groups or as a whole class, make sure each student participates in mural or small picture construction to satisfy the standard
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Extension #1</u>	

WILD Links/Visual and Performing Arts

Activity Title: IMPROVING WILDLIFE HABITAT IN THE COMMUNITY			Activity Guide Page #: 324
Objective(s): Students will: 1) apply their knowledge of wildlife by describing essential components of habitat in an arrangement appropriate for the wildlife they identify; and 2) evaluate compatible and incompatible uses of an area by people and specified kinds of wildlife.			
Overview: Students design and accomplish a project to improve wildlife habitat in their community.			
Subject Area(s): Science, Social Studies, Art, Mathematics, Language Arts			Grade Level(s): 4-12
Standard	Performance Indicator (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
Visual and Performing Arts A. Creative Expression Students will create and/or perform to express ideas and feelings.	Middle Grades 5-8 4. Use a variety of resources, materials, and techniques to design and execute art works.	<u>Procedure #2</u> Design a habitat improvement project. <u>Procedure #3</u> Make a map or model to scale of the area	<ul style="list-style-type: none"> because students are working in groups, it will be important to make sure each group member has a role in the project
	Secondary Grades 1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	<u>Procedure #2</u> Design a habitat improvement project. <u>Procedure #3</u> Make a map or model to scale of the area	<ul style="list-style-type: none"> because students are working in groups, it will be important to make sure each group member has a role in the project
Visual and Performing Arts C. Criticism and Aesthetics Students will reflect upon and assess the characteristics and merits of art works.	Secondary Grades 4. Create visual and/or performing art work that is used to influence and persuade and explain how the design accomplishes its purpose.	<u>Evaluation</u> Draw a picture or design of a community in which people have taken actions to improve the environment and explain the features of the plan.	